

Health And Physical Education

Every day, students make decisions affecting their health and well-being: What foods to eat. What company to keep. What risks to take. What to do for exercise. These decisions often lead to habits that stay with them throughout life. The standards for health education and physical education can help students make better decisions about their health. They learn that their decisions can affect their health and set a pattern for their lives. Students learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own health.

Health education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. This knowledge helps students meet the challenges of growing up. It helps students to recognize the causes of ill health and to understand the benefits of prevention, good hygiene, and appropriate medical care. Through health education, students become aware of the dimensions of good health: physical soundness and vigor; mental alertness and ability to concentrate; expressing emotions in a healthy way; resiliency; and positive relations with family and peers. Health education also includes a set of skills to help students be better consumers of information, to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives.

Physical education gives students the knowledge and skills to make the most of their physical and mental abilities. It gives them building blocks for good health: physical fitness and skills, coordination, and good sportsmanship. Students learn to assess their own physical fitness and maintain healthy levels of physical activity. They learn new skills and improve performance, while gaining the self discipline to take part in individual and group activities. Students who participate in physical education activities on a regular basis, learn the benefits of that participation and value its contribution to a healthy lifestyle.

HEALTH EDUCATION

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts. *Knowledge of how disease and injury affect the body and learning about the health benefits of preventive care, timely treatment, and appropriate personal behaviors are at the heart of health education. Students who protect their health have a better chance of remaining healthy and productive throughout their lives.*

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

Students will know how to acquire valid information about health issues, services, and products. *People need good information about prevention, early detection, and treatment of health problems. An important step in learning to protect health is developing the skills to find and analyze information about health issues.*

C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their health risks through the practice of healthy behaviors. *In taking responsibility for personal health, students lay a foundation for a healthy, productive life. Many diseases and injuries can be prevented by avoiding harmful behaviors and taking fewer risks. More importantly, students can take steps to improve their health such as eating better foods, exercising regularly, and paying attention to preventive care.*

D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. *Students receive an almost constant stream of information about their health and behavior. As a first step to making decisions that protect health, students need to recognize how different messages influence their actions.*

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E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for them, their families, and the community. *Students need effective communication skills to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community.*

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health. *Knowledge of good health practices will not help students unless they have the foresight and discipline to act on that knowledge. The practical application of knowledge requires students to develop skills such as goal setting and decision making. Students who have the right combination of knowledge and skills can begin to contribute to their own good health, to healthy families, and to safer communities.*

PHYSICAL EDUCATION

A. PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. *Students who develop healthful patterns of physical activity and enjoyment are more likely to stay physically fit and active in their adult lives.*

B. MOTOR SKILLS

Students will develop motor skills and apply these to enhance their movement and physical performance. *Successful development of motor skills provides an opportunity to enjoy participation in physical activities, and reach advanced levels of performance, which in turn, increases the likelihood of continued participation.*

C. PERSONAL AND SOCIAL INTERACTIONS

Students will demonstrate responsible personal and social behaviors in physical activity settings. *Whether working alone, with another individual, or with a group, students engaged in physical activities are expected to demonstrate self respect and consideration of others as they seek to meet a challenge or solve a problem.*

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HEALTH EDUCATION

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Recognize that there are multiple components of health.
2. Describe the transmission and prevention of communicable diseases.
3. Demonstrate an understanding of basic health terms.

EXAMPLES

- Using any art medium, students will make visuals which show children participating in health activities (e.g., eating healthful foods, learning to do crafts, spending time with family, or playing with friends).
- Practice proper handwashing.

ELEMENTARY GRADES 3-4

1. Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
2. Identify indicators of physical, mental, emotional, and social health during childhood.
3. Describe the basic structures and functions of the human body systems.
4. Identify common health problems of children that should be detected and treated early.
5. Describe ways in which a healthful school and community environment influences personal health.
6. Explain the difference between positive and negative responses to stress.
7. Demonstrate essential understanding of basic health concepts.

EXAMPLES

- Role-play situations that cause stress for students (special events, tests, friends moving) showing that for some it has a positive effect (motivation to study or practice) and for some, negative effects (physical symptoms).
- List three things that should be included on a medicine label and explain why each is important.

MIDDLE GRADES 5-8

1. Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
2. Describe the relationship among physical, mental, emotional, and social health.
3. Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
4. Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).
5. Analyze how the environment relates to personal health.
6. Explain how appropriate health care can prevent premature death and disability.
7. Identify the characteristics and stages of human growth and development.
8. Demonstrate thorough understanding of key health concepts.

EXAMPLES

- Write a short essay describing how a broken leg, riding a bike with a friend, or other activities would affect all four components of adolescent's health.
- Explain why tobacco, alcohol, and marijuana are called gateway drugs.
- Analyze the health effects of tobacco, alcohol, and other drugs.
- Discuss the relationship between the endocrine and reproductive systems.

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SECONDARY GRADES

1. Analyze the relationship between personal health practices and individual well-being.
2. Describe the interrelationship of physical, mental, emotional, and social health throughout the stages of life.
3. Evaluate the short- and long-term effects of risky behavior.
4. Analyze the impact of personal health behaviors on body systems.
5. Analyze how the environment relates to personal and community health.
6. Describe health issues common at different stages of life.
7. Analyze how public health policies and laws influence health promotion and disease prevention.
8. Analyze how the prevention and control of health problems are influenced by research and medical advances.
9. Describe how disease-causing microorganisms, family history, nutrition, and other factors relate to the cause or prevention of disease and other health problems.
10. Describe how stress management relates to disease prevention.
11. Demonstrate in-depth understanding of complex health concepts.

EXAMPLES

- Analyze how particular health practices prevent the transmission of communicable diseases.
- Evaluate the short- and long-term effects of the use of tobacco, alcohol, and other drugs.
- Discuss how personal hygiene practices affect physical and social well-being.
- Analyze the possible negative and positive impacts of industrial development on the environment of a community and the health of local residents.

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HEALTH EDUCATION

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

Students will know how to acquire valid information about health issues, services, and products. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify which school and community health helpers are needed in given situations.

EXAMPLE

- Link specific tasks to specific healthcare providers such as family doctor, dentist, or nurse.

ELEMENTARY GRADES 3-4

1. Identify characteristics of valid health information and products, and services that promote health.
2. Demonstrate ways to locate school and community health helpers.
3. Identify community agencies that advocate healthy individuals, families, and communities.

MIDDLE GRADES 5-8

1. Analyze the validity of health information, products, and services and describe situations requiring their use.
2. Identify resources from home, school, and community that provide valid health information and services.

EXAMPLE

- Prepare a healthful menu using the Food Guide Pyramid.

SECONDARY GRADES

1. Provide evidence to support the validity of health information, products, and services.
2. Evaluate factors that influence personal selection of health products and services (e.g., cost and accessibility).
3. Access school and community health services (e.g., school nurse, family physician, emergency care).
4. Analyze various health problems and identify those that require professional health care services (e.g., dental cavities, sports injuries).

EXAMPLE

- Compare and contrast ingredients, packaging, and cost of three common acne products.

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C. HEALTH PROMOTION AND RISK REDUCTION

Students will understand how to reduce their health risks through the practice of healthy behaviors.

Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Differentiate between safe and harmful substances found at home and school.
2. Demonstrate personal hygiene skills.
3. Choose healthful foods.
4. Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto, and bicycle safety).
5. Apply coping strategies when they feel too excited, anxious, angry, or out of control.

EXAMPLE

- Demonstrate slowly counting to ten when role-playing a situation where the student feels out of control.

ELEMENTARY GRADES 3-4

1. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).
2. Develop injury prevention and safety strategies for personal health.
3. Demonstrate basic care of human body systems.
4. Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.

EXAMPLES

- Describe safe behavior in and near water.
- Demonstrate basic first aid for a scrape or first degree burn.

MIDDLE GRADES 5-8

1. Explain the importance of assuming responsibility for personal health.
2. Analyze a personal health assessment to determine health strengths and risks.
3. Develop strategies to improve or maintain personal and family health.
4. Develop injury prevention and response strategies for personal safety, including first aid.
5. Demonstrate ways to avoid or change situations that threaten personal safety.
6. Distinguish between healthy and unhealthy stress management techniques.

EXAMPLES

- Discuss physical, emotional, and sexual abuse.
- Demonstrate the proper technique used to administer the Heimlich maneuver.
- Conduct a self-examination of health practices using an inventory or self-appraisal.

SECONDARY GRADES

1. Analyze the extent to which individuals are responsible for enhancing health and safety in the community and the workplace.
2. Demonstrate strategies to avoid, change, and report unsafe situations.
3. Design, implement, and evaluate a plan of stress management.

EXAMPLES

- Using computer technology or other media, create a brochure that outlines healthy strategies for the workplace.
- Analyze the school's sexual harassment policy and recommend ways to inform school staff and students about the prevention and consequences of inappropriate behavior.

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D. INFLUENCES ON HEALTH

Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Describe the influences of media on health.
2. Explain how information from school and family influences health.

ELEMENTARY GRADES 3-4

1. Evaluate the influences of culture on health.
2. Explain how media influences health decisions.
3. Describe ways technology affects personal health.
4. Describe ways to be a responsible friend and family member.

MIDDLE GRADES 5-8

1. Investigate the influence of cultural beliefs on health behaviors and the use of health services.
2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
3. Analyze the effect of technology on personal and family health.
4. Describe how school, family, and peers influence the health of adolescents.

EXAMPLE

- Discuss, from a historical perspective, the use of alternative medical practices in the Native American culture.

SECONDARY GRADES

1. Analyze how different cultures affect health beliefs and practices (gender equity).
2. Evaluate the effect of media and other factors on personal, family, and community health.
3. Evaluate the impact of technology on personal, family, and community health.
4. Analyze how the family, peers, and community influence the health of individuals.

EXAMPLE

- Use critical thinking skills to analyze marketing and advertising techniques and their influence on alcohol and tobacco use, eating habits, and sexual behaviors.

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E. COMMUNICATION SKILLS

Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Demonstrate healthy ways to express needs, wants, and feelings.
2. Distinguish between verbal and nonverbal communication.

ELEMENTARY GRADES 3-4

1. Use appropriate communication and listening skills to enhance health.
2. Differentiate between negative and positive ways to deal with conflict.
3. Demonstrate non-violent strategies to resolve conflicts.
4. Express opinions and give accurate information about health issues.

MIDDLE GRADES 5-8

1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).
2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure.
3. Demonstrate conflict resolution strategies.
4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.

EXAMPLES

- Select a newspaper story about a conflict involving violence and discuss the issues involved on all sides. Describe how conflict resolution and negotiation skills could be used to defuse the violence.
- Write a fictitious or real letter to someone who is trying to change a health behavior (e.g., stop smoking, start exercising), and give them encouragement by citing the benefits of the change (e.g., reduced risk of lung cancer and heart disease).

SECONDARY GRADES

1. Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.
2. Demonstrate strategies that can be used to prevent or solve conflicts without harm.
3. Analyze the possible causes of conflict in schools, families, and communities.
4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.
5. Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.
7. Adapt health messages and communication techniques to the characteristics of a particular audience.

EXAMPLE

- Translate health information (e.g., risks of using drugs, how to prevent transmission of colds and flu) from a secondary health text to language and format understandable to elementary students.

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HEALTH EDUCATION

F. DECISION-MAKING AND GOAL SETTING

Students will learn how to set personal goals and make decisions that lead to better health. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Explain when assistance is needed in making health-related decisions and setting health goals.
2. Set a short-term personal health goal.

EXAMPLE

- During a “Health Day” at school each student chooses one health goal to work on (e.g., flossing teeth, exercising).

ELEMENTARY GRADES 3-4

1. Demonstrate the ability to apply a decision-making process to health issues and problems.
2. Predict the results of positive health decisions.

MIDDLE GRADES 5-8

1. Demonstrate individual and collaborative decision-making processes to resolve health problems.
2. Analyze how health-related decisions are influenced by individuals, families, and community values.
3. Explain how decisions regarding health behaviors have consequences for them and others.
4. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
5. Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks.

EXAMPLE

- Write a story for the school newspaper explaining how teenage smoking is positively and negatively influenced by friends, role models, and community norms.

SECONDARY GRADES

1. Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.
2. Analyze health concerns that require collaborative decision making.
3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.
4. Implement a plan and evaluate progress in attaining personal health goals.
5. Formulate an effective long-range personal health plan.

EXAMPLE

- Discuss how a local school board could use a collaborative decision-making process to develop a tobacco-free-school policy.

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PHYSICAL EDUCATION

A. PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify the physical changes that accompany moderate to vigorous activity (e.g., sweating, increased heart rate, heavy breathing).
2. Engage in moderate to vigorous physical activity.
3. Identify activities associated with each component of health-related fitness (e.g., cardiovascular endurance, muscular endurance, muscular strength, body composition).
4. Move with an awareness of others.
5. State reasons for safe and controlled movements.

EXAMPLES

- Student is aware that the heart beats rapidly during physical activity.
- Explain the relationship of running to cardiovascular endurance, stretching to flexibility, etc.

ELEMENTARY GRADES 3-4

1. Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition).
2. Demonstrate specific activities to improve each of the components of health-related fitness.
3. Identify the benefits of regular participation in physical activity.
4. Participate in physical activity for the purpose of improving health-related fitness.
5. Participate in health-related fitness assessments.
6. Analyze potential risks of physical activities.
7. Utilize safety principles during activities.

EXAMPLE

- Complete a series of exercises (e.g., curl-ups, v-sit, shoulder stretch, pushups, jogging in place) and explain the benefit of each and why they are done together.

MIDDLE GRADES 5-8

1. Define the components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed) and health-related fitness and identify activities which contribute to the development of each component.
2. Participate in and distinguish among a variety of health-related fitness activities.
3. Assess health-related fitness levels and develop personal fitness goals.
4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.
5. Demonstrate understanding of and apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity); progression (increasing the level of intensity); and overload (e.g., increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise).
6. Assess physiological indicators of exercise during and after physical activity (e.g., pulse rate, sweating).
7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.
8. Identify and apply rules and procedures designed for safe participation.

EXAMPLE

- Participate, at least three times a week, in a multi-week program of walking, jogging, and running in which the time spent increases each week (2-minutes per session in the first week, 5 minutes in the second, and 7 minutes in the third). Students will keep a log and will record, for each session, the time spent, distance covered, and perceived level of exertion.

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SECONDARY GRADES

1. Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training.
2. Participate in a variety of health-enhancing physical activities.
3. Demonstrate an understanding of how patterns of participation change throughout life, and develop strategies to deal with those changes.
4. Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness.
5. Analyze and compare physical fitness activities for their health-enhancing potential and benefits.

EXAMPLE

- Develop a personal fitness portfolio which may contain:
 - a) Reports on their own health-related fitness status over a period of one year.
 - b) Personal fitness goals.
 - c) Records of physical activity, eating, and other behaviors that affect physical fitness.
 - d) An end-of-the-year assessment of physical fitness.

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PHYSICAL EDUCATION

B. MOTOR SKILLS

**Students will develop motor skills and apply these to enhance their movement and physical performance.
Students will be able to:**

ELEMENTARY GRADES Pre-K-2

1. Demonstrate progress in mastering locomotor skills (skills used to move from one place to another, e.g., walking, running, jumping, hopping) and non-locomotor skills (skills used to move in place e.g., turning, twisting).
2. Demonstrate improving form when using various sports accessories (e.g., throwing a ball, catching a bean bag, hitting a hockey puck).
3. Demonstrate simple combinations of motor patterns (e.g., dribbling while running).
4. Make smooth transitions between sequential motor skills (e.g., running into a jump).
5. Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner).
6. Identify the critical elements of fundamental movement patterns (e.g., throwing; ready position, arm preparation, turn side to target, step in opposition, etc.).
7. Apply movement concepts (e.g., patterns of movement, direction, speed, etc.) to a variety of fundamental skills (e.g., running in different directions without bumping into others or falling).

EXAMPLE

- Use a series of motor skills to create and perform a movement pattern (skip-walk-hop-run-jump).

ELEMENTARY GRADES 3-4

1. Create movement patterns in combination and/or sequence using movement concepts.
2. Distinguish between locomotor and non-locomotor skills in physical activities.
3. Demonstrate mature form in all locomotor patterns, non-locomotor skills, and selected sports accessories.
4. Adapt a skill to the demands of the environment (e.g., dribble and pass a ball to a moving receiver).
5. Demonstrate beginning skills of two or more specific movement forms (e.g., a beginner level gymnastics routine or a simple folk dance).
6. Combine movement skills in applied settings (e.g., run, jump, and land for distance).
7. Apply critical elements to improve personal performance (e.g., transfer weight from feet to hands at an increased speed, thus changing a mule kick into a handstand).
8. Recognize and apply concepts that have an impact on the quality of movement (e.g., appropriate practice improves performance).
9. Identify and demonstrate appropriate safety practices and rules for activities.

EXAMPLES

- Perform a jump rope routine to a simple jingle.
- Balance, with control, on a variety of objects (e.g., balance board, large apparatus, skates).

MIDDLE GRADES 5-8

1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities (e.g., a 3-on-3 basketball game, a simple folk or square dance).
2. Identify the critical elements of more advanced movement skills (e.g., describe elements of a sprinter's stance in track).
3. Describe and apply principles of practice and conditioning that enhance performance (e.g., warm-up before and cool-down after an activity).
4. Recognize general characteristics of movement that can be applied to specific settings (e.g., the "ready" position is similar for volleyball and softball or baseball).
5. Use offensive and defensive strategies in simple games and in non-complex settings (e.g., strategies for a singles or doubles tennis match).
6. Differentiate among the characteristics of highly skilled performances in different movement forms (e.g., explain the difference between a long distance run and a sprint).

MIDDLE GRADES 5-8 continued on next page

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MIDDLE GRADES 5-8 continuation from previous page

7. Explain and apply more advanced knowledge of sport/activities (e.g., positional play in a game of basketball).
8. Use feedback from others to improve a skill by focusing on critical elements of the skill.
9. Create a safe environment for skill practice.

EXAMPLES

- Use their hands to “set” the volleyball above the height of the net several times, consecutively (i.e., push the ball in the air or advance it so another player can hit it).
- Perform a country line dance.

SECONDARY GRADES

1. Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms (e.g., team sports, individual and dual sport, outdoor pursuits, dance) .
2. Demonstrate proficiency in a few movement forms (e.g., passing the requirements of the Red Cross intermediate swimmer level).
3. Use biomechanical concepts and principles (concepts and principles related to the mechanics of the body) to develop skills for specific activities.
4. Apply biomechanical concepts and principles to analyze and improve their own performances and the performances of others (e.g., view a videotape of themselves performing a physical activity and analyze the performance).
5. Evaluate risk and safety factors that may affect physical activity preferences.
6. Design appropriate practice sessions to improve performance.
7. Analyze time, cost, and accessibility factors related to regular participation in physical activities.

EXAMPLE

- Create a line dance or gymnastics routine; choosing the music (if needed), developing the moves (steps), and sharing the routine with others.

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PHYSICAL EDUCATION

C. PERSONAL AND SOCIAL INTERACTIONS

The student will demonstrate responsible personal and social behaviors in physical activity settings. Students will be able to:

ELEMENTARY GRADES Pre-K-2

1. Identify the rules of a given activity.
2. Demonstrate cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities.
3. Use equipment appropriately and responsibly.
4. Describe rules and behaviors that contribute to productive participation in physical activity.

ELEMENTARY GRADES 3-4

1. Demonstrate appropriate communication skills in a variety of physical activities and describe how these skills can enhance group/team cooperation and effort.
2. Follow activity-specific rules, procedures, and etiquette.
3. Demonstrate safety principles in physical activity settings.
4. Participate cooperatively with partners to improve skill performance during practice.
5. Assess their own performance problems without blaming others.

EXAMPLES

- Select a goal from options provided by the teacher (e.g., walk a certain distance, jump rope a number of minutes) that requires the group to work together to achieve the goal. Comment on individual as well as group progress towards the goal.
- Create a class mural entitled “Favorite Activities in Physical Education”.

MIDDLE GRADES 5-8

1. Describe ways in which respect for individual similarities and differences among people is demonstrated in physical activity settings.
2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities.
3. Recognize the influence of peer pressure on individuals during physical activities.
4. Solve problems which occur in physical activities by analyzing causes and potential solutions.
5. Identify behaviors that are supportive and inclusive in physical activity.
6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
7. Apply a decision-making process to the safety of themselves and others in activity settings.

EXAMPLES

- Exclusionary behavior during physical activity can be very subtle. Students are asked to observe activity during a physical education class or on the playground and record instances of perceived exclusionary behavior. For example, the methods used to choose teams, differences in ability level, and gender or cultural/ethnic differences, can lead to exclusionary behaviors. In addition, students are asked to suggest strategies for maximizing inclusion.
- Choose two famous athletes, one who is generally admired for positive behavior and one who is known generally for negative behavior. Compare and contrast the image portrayed by each athlete and comment on the effect the images have on their own behavior or behavior of others their age.

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SECONDARY GRADES

1. Describe personal and group conduct necessary to participate cooperatively and ethically in both competitive and noncompetitive physical activities.
2. Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success.
3. Initiate independent and responsible personal behavior in physical activity settings.
4. Identify potentially dangerous consequences and outcomes of participation in physical activity.
5. Identify opportunities to share and learn from others through physical activity.
6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
7. Apply a decision-making process to their safety and that of others in activity settings.

EXAMPLES

- Organize and conduct a sport or game adapted for physically challenged individuals. Invite non-disabled individuals to participate with the purpose of gaining insights into the challenges that persons with disabilities face while participating in physical activity. Interview participants after the activity and report (orally or in writing) insights gained from the experience.
- Demonstrate weight room etiquette, policies, and procedures and identify the potential dangers in not following the rules.